**The Core and MORE Instruction Checklist**

**The CCSS Standard: 6.EE.3**

**The Envision Lesson: Topic 2-2 PROPERTIES OF OPERATIONS**

**EXPLICIT INSTRUCTION**

**I do it, We do it, Y’all do it, You do it**

**ENGAGEMENT**

**All Students Saying, Writing, Doing**

**PROACTIVE PLANNING**

**VOCABULARY WORDS**

The following questions should be considered for each part of the lesson:

- What are the predictable failures for this lesson? (conceptually and behaviorally)

- How will you prevent these failures?

- What will you do to maintain consistency?

- How will you know if it is working?

**Commutative property of:**

**Addition**

**Multiplication**

**Associative Property of:**

**Addition**

**Multiplication**

**Identity property of:**

**Addition**

**Multiplication**

**ANTICIPATORY SET** (5 MINUTES)

Choose from the many options:

***DAILY SPIRAL REVIEW***

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**BUILDING A FOUNDATION** (5-10 MINUTES)

*The Language of Math*: Vocabulary instruction

1- How will you explicitly teach new vocabulary?

**Use Frayer model and WORD WALL and glue into Math Journal.**

2- How will you provide multiple opportunities for vocabulary to be used in context?

**A. Incorporate with vocabulary lessons throughout the week.**

**B. Use WORD WALL to review and discuss various properties**

**C. Use games that exemplify various properties**

**D. Incorporate language activity to have students “rap”, rhyme, or story-tell about their**

**assigned property (group’s choice).**

**E. Information will also be written in MATH JOURNAL.**

**F. Teacher model as often as possible. Dialogue.**

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES)

*Develop the Concept: Interactive Learning (Hands-on)*

1- What materials/manipulatives will you need?

**Paper/pencil**

**Student generated props (poster board, construction paper, butcher paper)**

**Games (teacher generated) Mailbox or past Core Academy, etc.**

**\*\*Students will make poster on top, left side of pg. 34**

2- Will each student have enough materials to model the problems?

-If they do not, will you have them pair up or adjust the problems?

**Groups of 4**

3- Where will students record their work during this phase of the lesson?

**At tables/desks**

4- How will you check for understanding during this phase of the lesson?

**Walk the room, help, close proximity, make sure entry is included in MATH**

**JOURNAL and “what they learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(subject) today.”**

**Also: Use Frayer sheet for each Property with examples and non-examples**

**This is also recommended for use in MATH JOURNAL.**

5- Will you use the *Extend?* ***If so, see page 34B.***

6- Will you use the *Link to Investigations*? **No link to investigations available for 6th**

 Choral Responses

 Partner Responses

 Written Responses

 Paper

 Math Journal

 Individual Whiteboards

 Student page from the topic pouch

 Random call on students (No hand raising)

**SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES)

*Develop the Concept: Visual*

**Use WORD WALL and also have student groups develop poster ideas and example on page 34 (See teacher manual). Have students hang posters up and tell or sing about it. Present the concept to the class.**

**Have students take notes & create replica poster in their own journals.**

The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.

Choose one option:

 ***Visual Learning Animation* (on-line or CD) If appropriate for your particular class.**

 **Document camera**

1- Check for understanding during the *Guided Practice*. **As a class – do p. 34 #1-#6**

**using document camera and students may refer to their text (p. 34). Have students**

**work on white boards or paper. You could call on individuals. We suggest that you**

**might want MORE guided practice questions or break this down into smaller**

**segments.**

2- Where will students record their work?

**On posters, paper, and journals**

3- If most students are struggling during this phase of the lesson, what will you do?

**We are planning to explore the idea of doing the lesson and guided practice in our**

**individual classrooms and then later, divide into groups (using Quick Check to**

**determine that). We will be using various ENVISION activities and worksheets.**

4- Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*?

**That would depend on the group and what is needed. Probably at least one or two.**

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES)

*Independent Practice* and *Problem Solving*

1- Which problems will you assign? **#7 to #27 (or smaller amounts if you divide this lesson up).**

2- Where will students record their work?

**In their math assignment book.**

3- Will you collect, grade and record the independent practice?

**We will correct for student feedback. We will discuss as a class various problems.**

4- How will you check for understanding?

**Through QUICK CHECK and then grouping activities.**

5- If students do not finish the problems assigned for independent practice, will these problems be homework? **Yes**

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**FORMATIVE ASSESSMENT** (5-10 MINUTES)

Concept Understanding: **Quick Check**

Formative Assessment Tools:

**Homework will be our assessment once all Properties are taught.**

End of each Quarter:

***CFAs***

**CENTER ACTIVITIES** (15 - 45 MINUTES)

\*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.

Choose from the many options:

**Online games from *Envision Digital Premium or Center activities.***

1- Will you do these activities and if so, when? **Yes during Center time.**

2- When will you give directions on how to play? **Prior to Center time.**

3- What materials will be needed for the activities? **Markers, write board, dry erase markers, dry erase erasers; number cube**

**from 1 to 4, paper, pencil, small paper bag or clasp envelope.**

4- Will you work with the Intervention group? **Yes**

5- How will you determine which activities will be assigned to each group of students? **Game (see sites below) or Quick Check.**

**SITES: Cool.math.com (go to Pre-Algebra) (Go to PROPERTIES lessons)**

**http://gingersnapstreats forteachers.blogspot.com (Search: Properties)**

**HOMEWORK**

Choose from the many options listed:

**There will only be homework if students do not finish work in class.**

1- Will you collect and grade homework? **Yes…but it is only #7-#27.**

2- Will you discuss homework? Is so, when? **We will revisit the posters as we discuss problems missed.**